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ABSTRACT

This document reports on a three 3-day workshops on the whole-language approach in early childhood education held in Thailand in 1997. There were 119 registrants, including graduate students, teachers, and university instructors. Workshops were translated into the Thai language. The first workshop introduced the whole-language approach and included activities and discussion related to considering children's developmental levels in designing activities, educational philosophy, and creating a literacy environment. The second workshop involved more advanced coverage of the whole-language approach, and included exercises on reading and literacy, developing a topic for a literacy curriculum, and emphasizing the role of dramatic play. The third workshop provided further training in the whole-language approach for some participants and a training-of-trainers workshop for other participants. Training-of-Trainers participants learned the principles of facilitation and practiced skills with other participants. Workshop evaluation results indicated that participants enjoyed the workshops, found them beneficial, and requested follow-up workshops. The Israeli consultants conducting the workshops indicated that the group size was too large, the division into three consecutive workshops created an unwieldy mixture of people with different backgrounds, and that translation made communication difficult. They also recommended forming a professional support group in Thailand. (Includes lists of participants, presenters and translators.) (KB)

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REPORT

Workshops on The Whole Language Approach

in cooperation with the Thai-Israel Friendship Foundation

Bangkok, Thailand

27-30 January 1997
4-7 February 1997
11-14 February 1997

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1. List of Participants

I. General Information

Subject of the Workshop: *The Whole Language Approach*

Implementing Institution: The Golda Meir Mount Carmel International Training Center (MCTC), Haifa, Israel.

Language: English with translation into the Thai language

Location: Bangkok, Thailand

Sponsors: Thai-Israel Friendship Foundation (TIFF)

Implementation of the workshops:

1. **27-30 January:** 66 participants + 8 observers
2. **4-7 February :** 64 participants + 8 observers
3. **11-14 February:** 50 participants + 8 observers

Staff:

Janette Hirschmann	Director of Early Childhood Education Courses, MCTC staff
Haggith Gov-Ziv	Lecturer, Kibbutz Teachers' College, Tel Aviv

Participants: 119 (116 women and 3 men).

Introduction

In Thailand, children have to pass an examination in order to enter first grade in the private schools. Parents think that if their children are taught to read and write from a very early age, they will be more proficient in these tasks and will succeed in being accepted to the best schools. Children are therefore taught reading and writing in a very formal way from the age of three and a half years.

Some EC educators are attempting to create a more "child friendly" environment for the children in their kindergartens and are interested in implementing *The Whole Language Approach*, which is a developmentally appropriate philosophy of ECE.

In 1994, two workshops in *Emergent Literacy* and *The Whole Language Approach* were conducted in Changmai. Some members of the Thai Israel Friendship Foundation (TIFF) participated. As a continuation to the workshop, TIFF organized an additional workshop for managers and teachers of private schools, as well as lecturers in the universities and teachers' colleges.

In December 1995 a three day workshop was conducted in Bangkok on the Whole Language Approach. Some of the people who participated in 1994 and 1995 continued their studies in the current workshops. These 3 workshops served to strengthen the relationship with TIFF regarding early childhood education in Thailand.

Planning

The workshop on the Whole Language Approach had been planned in a general way with Anintita Posakrisna and M.L. Pagamal Kasemari, members of the Tiff Committee when they participated as observers in the course on "The Child with Reading Difficulties" on April 1996 at the MCTC. As the time for implementation approached, ,the planning team in Thailand requested that 3 short workshop would be conducted on Whole Language:

1. Introductory workshop for newcomers into the field.
2. A more advanced workshop for those who had already participated in some training on the topic
3. A workshop for Trainers of Trainer who already had theoretical knowledge and practical experience in the field.

Since December 1995, when Mrs. Hirschmann conducted the last workshops on this topic, TIFF had organized workshops and acted as consultants to any kindergarten that expressed interest in this approach. TIFF wanted to expose more managers of private kindergartens to this very controversial subject, so that they would understand the importance of creating a developmentally appropriate environment in their kindergartens. This understanding would enable them to support their teachers in making the change. The TIFF Committee felt that a workshop conducted by the Israeli team would help them reach this goal.

The Israeli team planned a provisional program and sent it to Thailand. Some serious attempts were made to communicate by fax and through e-mail in order to clarify issues. A number of additional requests were made by the Thai planners that were not clear or impossible to take into consideration because of the limitation of time.

The Israeli team requested that each group comprise no more then 30 students because of the active participatory methodology used by them to conduct the workshops. The workshops would be translated into the Thai language. Upon their arrival in Thailand, the Israelis together with the Thai planning team finalized the arrangement of the workshop. They were surprised to hear that despite their repeated requests there would be close to 70 participants in each workshop.

The participants

The participants were graduate students, teachers, supervisors, managers, directors/ principals of private schools, assistant professors and heads of departments of kindergarten education in teacher training colleges and universities. In many cases the managers/ directors/principals came with one or two of their teachers. Altogether 119 participants registered for the workshop. 17 participated in all 3 workshops; 10 participated in the first two; and 17 in the last two.

The participants were very motivated to learn and enjoyed the professional small group discussion in the Thai language. There was less active participation in the large group. This was due perhaps to their cultural norms and the lack of confidence most of the participant displayed in their knowledge about the topic being taught.

Objectives:

Workshop I - The Whole Language Approach: Introduction

Upon completion of the workshops the participants:

- will have understood some of the principles governing the "Whole Language Approach".
- will have examined various ways of creating a literacy environment in the kindergarten.

Workshop II - The Whole Language Approach: Step 2

Upon completion of the workshops the participants:

- will have some practical ways of implementing "Whole Language" in their classrooms.
- will gain deeper understanding in the Whole Language Approach.

Workshop III - a) The Whole Language Approach: Step 3

Upon completion of the workshops the participants:

- will have more practical ways of implementing "Whole Language" in their classrooms.
- will have gained more confidence in implementing the Whole Language Approach.

Workshop III - b) Training of trainers

- will be able to understand the principles of training for "Whole Language".
- will be able to plan a program of training.
- will have some basic tools and methods as a foundation for increasing their knowledge about training in the future.

Implementation of the Program

First Workshop: The Whole Language Approach: Introduction

The first workshop was implemented more or less as planned although not all the topics could be covered. The fact that all the sessions had to be translated and that the group was so large slowed down the tempo. After a short and modest opening ceremony conducted by Kunying Anong, President of TIFF, the workshop began with a getting acquatinted session. It was important to create a conducive atmosphere because of the size of the group. The participants were requested to walk around and greet one another. They played warm-up games and talked in small groups. Although many of the participants were teachers, the group was nevertheless heterogeneous with different professional and educational levels. An exercise was done in order to define reading and literacy and provide a base line for further study.

The participants in small groups created a developmental profile for children 3-6 years old. It appeared that the participants were not cognizant of the importance of having to take into account the children's developmental level when planning an activity. The participants worked in small groups, pooling their knowledge and experience. A discussion ensued on the tremendous developmental strides the child takes in these

years, provided that the environment is enriching and that the adult acts as an understanding and accepting mediator.

One of the central topics that was discussed was the importance of examining one's educational philosophy, as this is the basis for determining the type of education one would provide for the children in one's care. Relating to the developmental profile, the participants came up with a list of the ways in which children learn. The stage was then set for an examination of writing and reading.

An exercise was done on reading as opposed to decoding. An agreement was reached that in order to *read*, one must understand; that one reads in order to understand the writer's intention and that the writer writes to transmit his message to the reader. The developmental stages of writing were presented.

In the closing summary of the day, an integration was made between all the topics that had been discussed during the day and the importance of teaching children to read and to write in a developmentally appropriate manner. It was hoped that exposing children to relevant print in a warm and accepting atmosphere would encourage an interest in and a love for reading.

An exercise on creating a literacy environment was carried out by the participants in small groups after visiting various shops and enterprises in the community.

They then returned and each group created an activity corner using the experience they had gained in the field, applying and developing ideas for literacy that they had learned the previous days. Some of the topics were a hairdresser, a restaurant, a book shop and a dressmaker.

The classroom was transformed into a literacy environment, with displays of many types of texts - newspapers, fashion magazines and dress patterns, advertisements, menus, greeting cards, etc.

On the last day the group divided itself into two. One group worked on introducing change into the kindergarten taking in consideration all the different factors influencing change and the possible objection to it. The second group discussed ways and means of setting up a library. Since books are so expensive, the group was asked to write books containing stories, poems, songs or riddles. Some very beautiful books were produced. They were presented to the group, analyzed and discussed.

Anintita Posakrisna gave a lecture on the implementation of the Whole Language Approach in her school reporting on their successes and problems. An exhibition of children's work was displayed and evoked much interest.

During the four days, the lecturers spoke about the importance of forming a support group for the teachers while they are going through the process of change. It seemed that one was beginning to be established within the group of participants.

Second workshop: The Whole Language Approach - Step II.

This workshop was meant for persons who had undergone some prior training and wanted to increase their knowledge. An exercise on participants' expectation was done on the basis of which a new program was created to fit their needs.

Some of the participants of this workshop had also taken part in the first workshop and some were new. A number of the exercises were repeated in different forms such as the exercise on reading and literacy and the philosophy of education. In order to discuss the educational environment the group was divided into two. They visited two kindergartens in Bangkok practicing the Whole Language Approach. A discussion and analysis was made of the observations.

The next theme was developing a topic for a literacy curriculum. It was a new and exciting experience for the participants to create knowledge in small groups and they were very happy with all the rich content that came out of their work in the discussions and sharing.

Emphasis was placed on the role of the dramatic play in developing language and literacy. Taking the topic of inequality between men and women in society the participants in small groups created and acted out plays which were extremely revealing about their culture and problems. The participants enjoyed this exercise very much and the workshop ended in high spirits. In the closing ceremony His Excellency the ambassador Mr. Moti Levy distributed the certificates and gave a short talk about the desire for continued cooperation between the TIFF and the MCTC.

Third Workshop: The Whole Language Approach - Step III.
Training of Trainers

The workshop was planned to have been on Training of Trainers. At the beginning of the workshop the participants were asked to express their expectations of the workshop. It transpired that most of them wanted to get more in-depth information about the Whole Language Approach. It was therefore decided that the group would be split into two. The majority pursued their studies on the Whole Language Approach while the rest studied about Training of Trainers.

The Whole Language group went into depth about building the educational environment. They examined the objectives of the different play areas, drew a floor plan of a kindergarten and wrote a daily schedule. This was in line with the philosophy of education that they had studied during the first two workshops. It was in fact an integration of everything that had been presented. Another exercise was the use of newspapers and advertisements in the kindergarten in order to stimulate literacy and critical thinking.

During the last session of the last day, everyone had a lot of fun playing didactic games and copying them. One of the participants also brought some of her teacher-made games from her kindergarten.

The group that chose to deal with the subject of **Training of Trainers** was composed of teacher trainers from various colleges, lecturers in the universities and school directors. They were requested to observe the work sessions of the other group as a model and draw conclusions regarding the complexity of training. They learned the principles of `facilitation' and they were given a chance to practice their skills on the different groups using the topic of newspapers and advertisements. Later on they analyzed their difficulties and problems. They were given the model of Thomas Gordon's "Parent Effectiveness Training" as a tool to be used in solving training problems.

During the three different workshops emphasis was placed on the role of singing songs in creating a literacy environment and having fun.

Mr. Jackie Avrahami of the Israel Embassy distributed the certificates at the short final ceremony.

Evaluation by the Participants

In their written evaluations, the participants said that they had enjoyed the workshops very much, especially the participatory methodology used. They had found the workshops to be very beneficial and suggested that they should have been longer. They asked for follow-up workshops from TIFF and MCTC.

Most of the participants said that they got more then they had expected. School owners, teacher trainers and the teachers alike, remarked that everything had been clear and easy to follow.

Among the comments by the participants:

- "Thank you for so much innovation, knowledge and the good atmosphere that was created".
- "We enjoyed working in small groups and sharing our knowledge. This was new for us."

Accommodations

The Israeli lecturer stayed at the hotel where the workshops were being conducted. It was very satisfactory.

Social Activities

Members of the TIFF Committee and graduates of the study tours in Israel entertained the Israeli lecturers and cared for all their needs. They were extremely hospitable and generous of their time. The lecturers participated in the Buddhist ceremony conducted after the death of the father of Anintita Posakrisna, a member of the TIFF Committee.

Special Activities

The lecturers visited two different kindergartens of MCTC graduates in order to understand the educational situation in early childhood in Bangkok.

They met with Dr. Uthai Dulyakasem who was a director of the Sodsri Foundation at the Council of National Education with whom the TIFF would like to collaborate in a research project.

The lecturers gave two sessions of consultation to the leading figures in early childhood education who had formed a committee to spread the ideas of the Whole Language Approach.The lecturers also met with Mr. Sheldon Schaeffer, UNICEF Regional Director of Early Childhood Education.

A very beautiful exhibition of pictures of the Holy Land was organized in the Hilton Hotel by the Israeli embassy and M.L. Anong Nilubol. Many people attended it including the participants of the courses.

Comments by the Israeli Consultants

- There were more than 70 people in the group. It is impossible to conduct educational workshops according to the Whole Language philosophy with such a large number of participants.
- The division into three consecutive workshops was not good. It created an unwieldy mixture of people with different backgrounds. Some experienced a continuous process and others did not. It put too much pressure on the planning of the workshops which aimed at satisfying everyone.
- Mixing up different target groups such as trainers, teachers, school directors and university and teacher training college lecturers could not cater to the needs of each group.
- The need to translate, even though known in advance, made communication devoid of fluency. The Israeli team feels that it is better to work with a group of people who are fluent in English and that this group would then disseminate the knowledge to the wider population.
- The workshop methodology is planned to be a model for working with children in small groups where the children are actively involved in each experience.It is impossible to develop personal contact between the teachers and the students and amongst the students themselves in such a large group. It was impossible for all the students to participate actively.
- This group was comprised mainly of educators from the private sectors. The Israeli teams feels that it is of utmost importance to reach the governmental and municipal early childhood frameworks especially in the rural areas.
- It would be very important that a professional support group be formed in Thailand, in order to run workshops and counsel groups of teachers, who need to have more in-depth knowledge about the Whole Language Approach. In our opinion, TIFF cannot undertake this task on its own.

EDUCATION FOR LIFE

WORKSHOPS ON WHOLE LANGUAGE APPROACH

MS. Janette Hirschmann
MS. Haggith Gor Ziv

27 th. JANUARY - 14 th. FEBRUARY, 1997

by

THAI - ISRAEL FRIENDSHIP FOUNDATION
Under The Royal Patronage of H.R.H. Princess Mahachakri Sirindhorn

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and

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INTERANTIONAL TRAINING CENTER

We are sincereing appreciated the
Kindness of these special teams
on
Workshop on Whole language Approach

27 th Jan. - 14 th Feb., 1997

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THAI-ISRAEL FRIENDSHIP FOUNDATION

Under The Royal Patronage of H.R.H. Princess Mahachakri Sirindhorn

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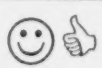
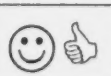
MS. Charinthorn Homchan
MS. Sakulrat Krodkaew
MS. Surang Kamnungnet
MS. Ratsameeduan Yammitpunt

WORSHOPS ON WHOLE LANGUAGE APPROACH

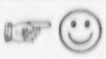
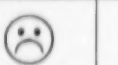
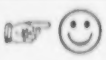
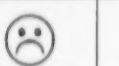
27 JAN - 14 FER 97

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
1.	MS. YUPADEE JAIDEE	TEACHER	JANJAO KINDERGARTEN				
2.	MS. THIDA MALASRI	TEACHER	JANJAO KINDERGARTEN				
3.	MS. MAJURI SANGPHAIROJ	TEACHER	JOSEPHUPATHAM SCHOOL				
4	MS.KANJANA SUWATHAN	TEACHER	JOAN OF ARK SCHOOL				
5.	MS.NAPATSAWAN CHUENRERDEE	TEACHER	ASSUMPTION SUKSA SCHOOL				
6.	DR. PENROONG PANMAI	ASSISTANT PROFESSOR	RAJABTAH INSTITUTE NAKHONRATCMASIMA				

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
7.	MS.ALISA PETCHARAT	TEACHER	FACULTY OF EDUCATION BURAPHA UNIVERSITY				
8.	MS.DUSIDA KHAMROPWONG	MANAGER	CHATCHALERM KINDERGARTEN				
9.	MS.LAKHANA DOOMKUM	CURRICULUM DESIGNING & TEACHER TRAINING COORDINATOR	NA DAROON KINDERGARTEN				
~~10~~.	MS.WANNAPA WANNASRI	EDUCATION SUPERVISOR	EDUCATION DIV. PATTAYA CITYHALL				
11.	MS.PORNTIP JAIDEE	MANAGER	CHONBURI DAY CARE				
12.	MS. NAREUMON NEAMHON	TEACHER	TUNGMAHAMEK SCHOOL				

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
13.	MS .PATTAMA NAKASONTH	TEACHER	TUNGMAHAMEK SCHOOL				
14.	MS. SUTHARA YOTHAKHUN	GRADUATE STUDENT	CHULALONKORN UNIVERSITY				
15.	MR.CHALERMCHAI PENTHALERT	GRADUATE STUDENT	CHULALONKORN UNIVERSITY				
16.	MS.WALAIRUJEE WICHIENTHAWEE	TEACHER	SOMBOONWITHAYANUKUL SCHOOL				
17.	MS.PARICHART CHANPEN	HEAD OF EARLY CHILDHOOD EDUCATION DIVISION	KASETSART UNIVERSITY LABORATORY SCHOOL				
18.	MS YINDEE PHOOLVITAYAKIT	TEACHER	PREMRUDEE SUKSA				
19.	MS.JITRAPRON TAMEYAKUL	TEACHER	KINDERGATEN SARABURI				

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
20.	MS.CHUJIT DEDKEAW	DIRECTOR	KINDERGATEN SARABURI	☞☺	☹	☹	
21.	MS.CHAWEWON KRISSINCHAJ	SUPPERVISOR	THE OFFICE OF PRIMARY EDUCATION PRA NAKORN SRI AYUDHAYA	☞☺	☹	☹	
22.	MS.AJCHARA RUKSKUL	TEACHER	PRATOOCHAI SCHOOL	☞☺	☹	☹	
23.	MS.PHINPHORN PATTAMATHANIN	DIRECTOR	TESABAN 4 NHONG KHAE ANUSORN	☞☺	☹	☹	
24.	MS..OMCHIT JANJAI	SUPERVISOR	THE OFFICE OF PRIMARY EDUCATION OF AMPHOE MUNG NAKHONPATHOM	☞☺	☹	☹	
25.	MS.ORASA WANSAVAN	TEACHER	PRAMARNDA MIJANUKROA	☞☺	☹	☹	
26.	MS PRANE POODWHAN	TEACHER	PRAMARNDA NIJANUKROA	☞☺	☹	☹	
27.	MS.AMPORN SUTJAIPARTANA	TEACHER	PRAMARNDA NIJANUKROA	☞☺	☹	☹	
28.	MS.PIMMALEE DUMKHUM	ASSISTANT PRINCIPAL	KUMJONVIT SCHOOL	☞☺	☹	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
29.	MS ORASA LEELARODCHANAPHAN	TEACHER	SATIT BANGNA SCHOOL	☞☺	☹	☹	
30.	MS ORAPIN TECHASAKUL	TEACHER	SATIT BANGNA SCHOOL	☞☺	☹	☹	
31.	MS.CHONTICHA POBAN	TEACHER	SATIT BANGNA SCHOOL	☞☺	☹	☹	
32.	MS.PANARAT KUNKOMPOL	TEACHER	SATIT BANGNA SCHOOL	☞☺	☹	☹	
33.	MS.NIRACHORN BOONCHIT	TEACHER	SATIT BANGNA SCHOOL	☞☺	☹	☹	
34.	MS.JANEJIRA SRIPHICHARN	PRINCIPAL	UDOMVITHAYA SCHOOL	☞☺	☹	☹	
35.	MS NUSARA GLUMDEE	TEACHER	UDOMVITTAYA SCHOOL	☞☺	☹	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
36.	MS.SONGSRI LOPONNARK	TEACHER	UDOMVITHAYA SCHOOL	☞☺	☹	☹	
37.	MS.PATCHA NONTHADACHAWUTH	TEACHER	UDOMVITHAYA SCHOOL	☞☺	☹	☹	
38.	MS JINTANA YUNGTHONG	TEACHER	DARUNAKANCHANABURT SCHOOL	☞☺	☹	☹	
39.	MS.RUNGTIP SUEBMAI	TEACHER	DARUNA KANCHANABURI SCHOOL	☞☺	☹	☹	
40.	MS.KULVADEE UDHAYACHALERM	MANAGER	KAHAKLONGCHAN KINDERGARTEN	☞☺	☹	☹	
41.	MS.ATINUCH SUKSOD	PRINCIPAL	KAHABANGPLEE KINDERGARTEN	☞☺	☹	☹	
42.	MS.SOMMAI UDOMLIT	TEACHER	JINDARATANA SCHOOL	☞☺	☹	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
43.	MS SUPATTA RUGSAPETCH	TEACHER	JINDARATANA SCHOOL	☞☺	☹	☹	
44.	MS YUPA CHOBTHUM	TEACHER	SATIT RAJABATH CHIENGRAI SCHOOL	☞☺	☹	☹	
45.	MS AREE JANTAKARD	TEACHER	SATIT RAJABATH CHIENGRAI SCHOOL	☞☺	☹	☹	
46.	MS.VARUNEE PHETSOON	TEACHER	NUE-NOI KINGERGARTEN	☞☺	☹	☹	
47.	MS.WANNAPORN PIROMRUEN	SUPERVISOR	SUPERVISORY UNIT,OFFICE OF NATIONAL PRIMARY EDUCATION COMMISSION	☞☺	☹	☹	
48.	MS.OUANGFA SOMBATPANIT	SUPERVISOR	OFFICE OF NATIONAL PRIMARY EDUCATION COMMISSION	☞☺	☹	☹	
49.	MS.RATTANATIP EUACHAIYASIT	SUPERVISOR	OFFICE OF NATIONAL PRIMARY EDUCATION COMMISSION	☞☺	☹	☹	
50.	MS.ANN JIRANAKHON		NEW INTERNATIONAL SCHOOL OF THAILAND	☞☺	☹	☹	
51.	MS.SUTHIDA VEJJAJIVA	DIRECTOR AND PRINCIPLE	ROMMAI KINDERGARTEN	☞☺	☹	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
52	MS NAREERAT THAMMAJAKSARN	TEACHER	MANEEYA KINDERGARTEN	☺	☹	☹	
53.	MS.SUWAN JORNTES	TEACHER	MANEEYA KINDERGARTEN	☺	☹	☹	
54.	MS.MAYURA BUNYAPANNON	TEACHER	NA DAROON KINDERGARTEN	☺	☹	☹	
55.	MS.PAILM SHONCHOM	TEACHER	NA DAROON KINDERGARTEN	☺	☹	☹	
56.	MS.CHONGJIT WAEWLAMANA	TEACHER	SETHABUTR OUPPATAM SCHOOL	☺	☹	☹	
57.	MS WICHITRA CHAMDUANG	TEACHER	WANSAWANGCHIT KINDERGARTEN	☺	☺	☹	
58.	MS.BUSABA TANGTAKOOL	TEACHER	THAWSI PRE SCHOOL	☺	☺	☹	
59.	MS.WARUNEE SAMGLA	TEACHER	THAWSI PRE SCHOOL	☺	☺	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
60.	MS.KARNDAPA WANGLEE	TEACHER	NODDY PLAYGROUP	☞☺	☞☺	☹	
61.	MS.NOPPORN KAEWCHIM	TEACHER	MANEEYA KINGERGARTEN	☞☺	☞☺	☹	
62.	MS.CHALONG PANYATHORN	TEACHER	SONBUNWIT SCHOOL	☞☺	☞☺	☹	
63	MS.PRASATPORN BOONKIATIBUTS	TEACHER	SOMBUNWIT SCHOOL	☞☺	☞☺	☹	
64.	MS.RAPEE KOLETSCHKA	TEACHER	NA DAROON KINDERGARTEN	☞☺	☞☺	☹	
65.	MRS.LAYARN KHANJANO	TEACHER	NA DAROON KINDERGARTEN	☞☺	☞☺	☹	
66	MS.NONGNUT JULAWAN	TEACHER	JINDARATANA SCHOOL	☞☺	☞☺	☹	
67.	MS.CHAMAIPORN CHAKAKTRAIKUL	TEACHER	DHAMA PIRAK SCHOOL	☹	☞☺	☹	
68.	MS.SAISHON VONGSANON	TEACHER	SETHABUTR OUPPATAM SCHOOL	☹	☞☺	☹	
69.	KOBKAEW LUKAWATANAKUL	TEACHER	SETHABUTR OUPPATAM SCHOOL	☹	☞☺	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
70.	MS.KANITHA CHUKUN	TEACHER	NUE NOI KINGERGARTEN	☹	☞☺	☹	
71.	MS LAMAI CHOKSIRI	TEACHER	NUE NOI KINGERGARTEN	☹	☞☺	☹	
72.	MS SOMSRI JITJAIPAKDEE	TEACHER	UDOM VITTAYA SCHOOL	☹	☞☺	☹	
73.	MS.WIPARAT KUSUWAN	TEACHER	UDOM VITTAYA SCHOOL	☹	☞☺	☹	
74.	MS.LUNAREE VARUNAN	PRINCIPAL	PATANADEK SCHOOL KHONKAEN	☹	☞☺	☹	
75.	MS.ACHARAWAN DHARMADHARIN	PRINCIPAL	DUANGDOW KINDERGARTEN	☹	☞☺	☹	
76.	MS.KHWANTIP SRIRAT	DIRECTOR	PIMANDEK KINDERGARTEN	☹	☞☺	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
77.	MS.PENJUN NAIPINTT	PRINCIPAL	KAEWKARUNA GARTHEN	☹	☞☺	☹	
78.	MS.UDOMLUKSANA WATCHARAHITTTADA	OFFICER	-	☹	☞☺	☹	
79.	MS.KANLAYA THAPPAWONG	TEACHER	KASEM PHITHAYA SCHOOL	☹	☞☺	☹	
80.	MS.AUSA SUMPUNPIM	TEACHER	KASAM PHITHAYA SCHOOL	☹	☞☺	☹	
81.	MS.PINNAPA HOWATTANAPAN	MANAGER	TIEW-FAH KINDERGARTEN	☹	☞☺	☹	
82.	COL.DR YOSAKORN JEOPANIEH	DIRECTOR	SAENYANUKORN VITAYA	☹	☞☺	☹	
83.	DR SUCHINDA KAJHONRUNGSILP	STAKFF OF FACULTY OF EDUCATION	FACULTY OF EDUCATION SRINAKARINTHWIROTE UNIVERSITY	☹	☞☺	☹	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
84.	WILAI SUBULRAT	TEACHER	CHIRASSAT WITTHAYA SCHOOL	☹	☞☺	☹	
85.	MRS.NALINEE MAKKASMAN	DIRECTOR	WANSAWANGCHIT KINDERGARTEN	☹	☞☺	☹	
86.	MISS PRANORM SONGSA-ARD	ADMINISTRATOR	MANEEYA KINDERGARTEN	☹	☞☺	☹	
87.	MS.KANNIKA SUSOM	TEACHER	RAJABHAT INSTITUTE CHANKASEM	☹	☞☺	☞☺	
88.	MS.UNCHALEE SAIYAWAN	ASSISTANT PROF.	RAJABHAT INSTITUTE PHRANAKHON	☹	☞☺	☞☺	
89.	MS.WARAPORN INTARACHAISRI	ASSISTANT PROF.	UDONTHANI RAJABHAT INSTITUTE	☹	☞☺	☞☺	
90.	MS.MISS.PANIDA CHATAYAPHA	TEACHER	PREMRUDEESUKSA SCHOOL	☹	☞☺	☞☺	
91.	MS SUTTHAPHA CHOTIPRADIT	LECTURER	DEPARTMINT OF CERRICULUM AND INSTUCTION FACITTY OF EDUCATION BURAPA UNIVERSITY	☹	☞☺	☞☺	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
92.	MS.LALIDA VANGTAL	OHNER	UDOMVITHAYA SCHOOL	☹	☞☺	☞☺	
93.	MS.SUPAPORN THARINCHAROEN	FREELANCE EDUCATIONAL CONSULTANT	MEANPRASART WITTAYA SCHOOL	☹	☞☺	☞☺	
94.	MS.MANTARIGA WITOONCHAT	PRINCIPAL	MEANPRASAT WIIIAYA SCHOOL	☹	☞☺	☞☺	
95.	MS.SUTTHATIP CHAIRATTHANA	MANAGER	CHIRASAT WITTHAYA SCHOOL	☹	☞☺	☞☺	
96.	MS.THANAPORN CHANPRASERT	TEACHER	CHIRASAT WITTHAYA SCHOOL	☹	☞☺	☞☺	
97.	MS.KUNTALEE WISETSAWAT	TEACHER	NIRAMOL KINDERGARTEN	☹	☞☺	☞☺	
98	MS.NAMFON SAWATDIKUN	TEACHER	NIRAMOL KINDERGARTEN	☹	☞☺	☞☺	
99	MS.CHAVALA ANOMASIRI	OWNER	PUDTHACHAD KINDERGARTEN	☹	☞☺	☞☺	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
100	WORANART RAKSAKULTHAI	DIRECTOR,KINDERGARTEN DIVISION	KASEM PHITHAYA SCHOOL	☹	☞☺	☞☺	
101	MRS.ACHA SEANGLAI	DIRECTOR	LERTLAH SCHOOL PETKASEAM RD.	☹	☞☺	☞☺	
102	MRS.CHUTCHAMEN KIEDPON	TEACHER	LAITLORK SCHOOL	☹	☞☺	☞☺	
103	MRS.TIDA PITAKSINSUK	MANAGER	NUE-NOI KINDERGARTEN	☹	☞☺	☞☺	
104	MISS KANCHANA VEERAVONG	TEACHER	UDOMVITHAYA SCHOOL	☹	☹	☞☺	
105	MS.YAOWALUX TANOMPETSAOHA	ASSISTENT OF PRINCIPLE	CHINAVORN SCHOOL	☹	☹	☞☺	
106	MS.TANAPORN EARMSAMUTH	PRINCIPAL	NUE-NOI KINDERGARTEN	☹	☹	☞☺	
107	MS.JANTANEE BOONKLUNG	HEAD OF DEPARTMINT OF KINDERGARTEN EDUCATION	RAJAPHAT INSTITUTE BURIRUM	☹	☹	☞☺	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
108	MS.MALLIGA CHAREONPOJANA	ADMINISTRATOR OF DEMONSTRATION SCHOOL	RAJAPHAT INSTITUTE BURIRUM	☹	☹	☞☺	
109	MS WANTANA SOOKTED	HEAD OF DEPARTMINT OF KINDERGQRTE N EDUCATION	RAJABHAT INSTITUTE KAMPHANGPHET	☹	☹	☞☺	
110	MS.VARIYA SOMPRACHA	TEACHER	RAJABHAT INSTITTUE MU-BAN CHOMBUNG	☹	☹	☞☺	
111	MS RAKTAWAN SIRITHAPORN	TEACHER	RAJABHAT INSTITUE MU BAN CHOMBUNG	☹	☹	☞☺	
112	MS BOONTHAI CHAROENPOL	TEACHER	RAJABHAT INSTITUE KANCHANABURI	☹	☹	☞☺	
113	MS.SUPAPORN THAMKONGWISAWA	TEACHER	RAJABHAT INSTITUE YALA	☹	☹	☞☺	

WHOLE LANGUAGE

NO.	NAME - SURNAME	POSITION	NAME OF SCHOOL	COURSE 1	COURSE 2	COURSE 3	REMARKS
114	MS.KAMOLRAI KANONGDECH	TEACHER	RAJABHAT INSTITUE YALA	☹	☹	☞☺	
115	MR.SUREERAT SATTAJINDA	MANAGDER	JINDARATTANA SCHOOL	☹	☹	☞☺	
116	MS.SIRIPONG TINNARAT	ASSISTENT MANAGER	MANEEYA KINDERGARTEN	☹	☹	☞☺	
117	MS.WARAPORN WONGWIRATEPPIBAL	MANANGER	NIRAMOL KINDERGARTEN SCHOOL	☹	☹	☞☺	
118	DR.PORANEE GURURATANA	ASSOC.PROF. HEAD,EARLYC HILDHOOD ED	FACULTY OF EDUCATION . SRINAKARINTHWIROTE UNVERSITY	☹	☹	☞☺	
119	MR.BUPASWAT RACHATATANUN	DIRECTOR	THAWSI PRE-SCHOOL	☹	☹	☞☺	